

NCDCA Credential Holder Continuing Education Log | 2nd Edition – April 2020

This document is provided for you to record the activities that you participate in, to adhere to the recertification requirements of your NCDCA Credential. For complete information about renewing your credential, please refer to the NCDCA Credentialing Continuing Education Manual (CE Manual).

You must obtain 30 contact hours during each three-year cycle. The activities submitted must have occurred between the date you were issued your credential/last renewal and the date when your credential expires. On a rolling basis, ten percent (10%) of applicants for credential renewal will be randomly selected for an audit of CE activity. The audit will be conducted by a panel comprised of members of distinct NCDCA bodies. Panel members are required to hold a current NCDCA credential.

You must keep this form updated, as you will be required to submit a completed, final copy (aligned with your three-year renewal period) with your credential renewal fee. You must maintain documentation of attendance/participation in your files (hard copies or soft/scanned copies of certificates, agendas, letters, etc.) in the event you are selected for an audit of CE contact hours. Copy the Log sheet as needed.

Approved Sources of Continuing Education

The following three sources of CE contact hours will be accepted:

1. **Sources of NCDCA-sponsored continuing education, for all credentials** - either attending, presenting, writing/editing, service, or leadership:
 - NCDCA Global Conference
 - NCDCA Career Practitioner Institutes (CPI)
 - NCDCA Service: Board, Credentialing Commission member or reviewer, Committees, Councils, and Task Forces
 - NCDCA Webinars
 - NCDCA Publications: *Career Convergence*, *Career Developments Magazine*, *Career Development Quarterly*
 - State CDA Conferences and Webinars
 - State CDA Service: Board, Committees, Task Forces, Work Groups
 - State CDA Publications
 - OPM (Office of Personnel Management) Federal Careers Webinars (keep a copy of receipt)

Note: If you attended an NCDCA Sponsored event (limited to the annual conference, regional institute, webinar, and/or volunteer leadership), and complete and return the report form for each event, you may access those NCDCA certificates under your member record online. Go to the NCDCA website, www.ncda.org, click on LOGIN at the top left hand side of your screen, and log-in to your NCDCA account. Once you're in your account, on the left-hand side under 'My Profile' click on View My CE History. This is where you will see how many CEs you have earned for attending the event, as well as where you can print out your transcript if necessary. There is an option to Print My Transcript in the top right-hand corner. You can come to this page anytime in the future to view your CE history and print transcripts. For questions about accessing your CE transcripts, contact acheek@ncda.org.

2. NCDA's Listing of SELECT continuing education providers - [Click Here for list](#)
3. **Non-NCDA organizations providing continuing education which may be related to career development/services**

Non-NCDA associations/agencies that provide continuing education (seminars, workshops, presentations, courses) related to career development/services. If the specific offering meets the requirements described in the CE manual, you can count those hours toward recertification. Service to a non-NCDA organization does not count toward NCDA continuing education contact hours.

Examples of continuing education outside of the NCDA:

CCSP, CSCDA and CMCS

International, national or state chapter offerings are accepted.

- ATD - Association for Talent Development
- SHRM - Society for Human Resource Management
- APA - American Psychological Association
- APA's Society of Vocational Psychology
- ACA - American Counseling Association
- ICF - International Coach Federation and ICF
- CCD - Canadian Council for Career Development
- HCI - Human Capital Institute
- World at Work
- PARW/CC - Professional Association of Resume Writers and Career Coaches
- NRWA - National Resume Writer's Association
- NACE - National Association of Colleges and Employers
- NAWDP - National Association of Workforce Development Professionals
- ACTE – Association for Career and Technical Education
- ASCA - The American School Counselor Association
- The Career Development Network
- Career Thought Leaders
- Courses from accredited universities

CCC, CCCE and CCSCC:

American Counseling Association CE offerings related to career counseling and development/lifespan development/supervision/teaching/etc.

ACA CE offerings through their: Division, Regions and Branches CE offerings related to career counseling and development/lifespan development/supervision/teaching/etc.

State Licensure Continuing Education requirements may count if they fall under the "career counseling and development" requirement for NCDA certification contact hours.

Note: Also consider the relevant CE activity from sources listed above, under CCSP, CSCDA and CMCS.

For questions regarding continuing education, please contact



the NCDA Director of Credentialing, Aaron Leson, aleson@ncda.org

NCDA Credential Holder Continuing Education Log

Name and credential: _____

My certification date is: _____

My expiration date is: _____

Dates	Course/Activity	Competencies/ Domain(s) ♦	Provider/Sponsor Name (abbreviation)	Type of Documentation	# of Contact Hours

♦ Indicate one or more competencies/domains aligned with your completed continuing education activity.

CCSP & CSCDA Core Competencies:

1. **Helping Skills** - Be proficient in the basic career facilitating process while including productive interpersonal relationships.
2. **Labor Market Information and Resources** - Understand labor market and occupational information and trends. Be able to use current resources.
3. **Assessment** - Comprehend and use (under supervision) both formal and informal career development assessments with emphasis on relating appropriate ones to the population served.
4. **Diverse Populations** - Recognize special needs of various groups and adapt services to meet their needs.
5. **Ethical and Legal Issues** - Follow the NCDA Code of Ethics and the GCDF Code of Ethics and know current legislative regulations.
6. **Career Development Models** - Understand career development theories, models, and techniques as they apply to lifelong development, gender, age, and ethnic backgrounds.
7. **Employability Skills** - Know job search strategies and placement techniques, especially in working with specific groups.
8. **Training Clients and Peers** - Prepare and develop materials for training programs and presentations.
9. **Program Management/Implementation** - Understand career development programs and their implementation, and work as a liaison in collaborative relationships.
10. **Promotion and Public Relations** - Market and promote career development programs with staff and supervisors.
11. **Technology** - Comprehend and use career development computer applications.
12. **Consultation** - Accept suggestions for performance improvement from consultants or supervisors.

CCC Competencies:

- A core understanding and appropriate application of theory.
 - An understanding and application of ethical counseling practice.
 - The ability to identify and understand familial and cultural influences as they relate to clients' careers. Supporting and challenging clients to examine life-work roles within a larger context including culture, the balance of work, leisure, family, and community in their careers.
 - Expertise in evaluating and selecting valid and reliable instruments appropriate to the client's gender, sexual orientation, race, ethnicity, and physical and mental capacities; administer, score, and report findings from career assessment instruments appropriately.
 - Demonstrating knowledge of education, training, and employment trends; labor market information and resources that provide information about job tasks, functions, salaries, requirements and future outlooks related to broad occupational fields and individual occupations.
1. **Career Development Theory:** Theory base and knowledge considered essential for professionals engaging in career counseling and development.
 2. **Individual and Group Counseling Skills:** Individual and group counseling competencies considered essential for effective career counseling.
 3. **Individual/Group Assessment:** Individual/group assessment skills considered essential for professionals engaging in career counseling.
 4. **Information/Resources:** Information/resource base and knowledge essential for professionals engaging in career counseling.
 5. **Program Promotion, Management and Implementation:** Skills necessary to develop, plan, implement, and manage comprehensive career development programs in a variety of settings.
 6. **Coaching, Consultation, and Performance Improvement:** Knowledge and skills considered essential in enabling individuals and organizations to impact effectively upon the career counseling and development process.
 7. **Diverse Populations:** Knowledge and skills considered essential in providing career counseling and development processes to diverse populations.

8. **Supervision:** Knowledge and skills considered essential in critically evaluating counselor performance, maintaining and improving professional skills, and seeking assistance for others when needed in career counseling.
9. **Ethical/Legal Issues:** Information base and knowledge essential for the ethical and legal practice of career counseling.
10. **Research/Evaluation:** Knowledge and skills considered essential in understanding and conducting research and evaluation in career counseling and development.
11. **Technology:** Knowledge and skills considered essential in using technology to assist individuals with career planning.

CCCE Competencies

The CCC competencies listed above plus competencies at the intersection of career and counselor education. Candidates must demonstrate expertise to teach students across the following domains: career counseling with diverse populations including ethnicity, abilities, and other diverse identities; career counseling theories and techniques; career assessment; career counseling ethics and standards; and labor market information and career trends.

CCSCC Competencies:

The CCC competencies listed above plus the competencies addressed in NCDA's *Career Practitioner Supervision* training manual:

1. Able to shift one's thoughts and behaviors from that of a practitioner or administrator to those of a clinical supervisor
2. Able to compare the roles, responsibilities and focus of administrative and clinical supervision
3. Understand and be able to apply basic theories/models of supervision
 - Psychotherapeutic Theories
 - Discrimination Model
 - Integrated Development Model
4. Able to evaluate one's strengths and developmental needs as a supervisor of career counselors and other practitioners
5. Demonstrate the ability to execute planning and administrative tasks
6. Understand and apply advanced skills and strategies
7. Know professional ethical codes of conduct and apply to supervision of career counselors and other practitioners
8. Understand and apply various ways of evaluating supervisee performance

CMCS Domains of Practice:

1. Career: identifying and assessing opportunities/options, and clarifying the consequences of each choice in relation to personal goals and values

1.1 Career Management: developing a strategy to attain important skills and experiences needed to achieve career goals and financial security while embracing opportunities in the workplace.

1.2 Professional Identity Clarification/Promotion: identifying an individual's unique value (discreet skills, strengths, and achievements) and developing strategies to communicate this value to peers and prospective employers.

1.3 Work-Life Synergy: identifying ways the spectrum of activities (school, career, family, friends, community, spirituality, advocacy, leisure) can work together to produce greater fulfillment and joy.

1.4 Labor Market Analysis: researching current global economic forces, political activities, and technological changes that impact the labor market to identify potential opportunities and areas of decline.

2. Relationships: navigating the complex and often competing demands of relationships in the home, community and workplace while pursuing personal satisfaction

2.1 Relationship Mediation: coping with the needs and demands of important people in one's life; such as family, friends, peers, direct reports, and supervisors while satisfying one's personal needs

2.2 Talent Development: helping others to identify and improve their knowledge, skills, and abilities so they can achieve their potential and enjoy their work.

2.3 Referrals: assisting clients and their families to identify and connect with other professionals and resources which can assist them in meeting their needs.

2.2 Diversity Competence: recognizing, respecting, and appreciating differences in ethnicity, gender, age, national origin, disability, sexual orientation, education, and religion and working effectively with all types of clients.

3. Program Development: contributing to the successful operation of career services (this may span development, design, promotion, staffing, and oversight).

3.1 Design & Implementation: selecting credible, timely resources and appropriate techniques to address the needs of the population being served.

3.2 Oversight: assuring that quality is maintained in the services delivered by others and evaluating the effectiveness of programs to assure that the needs of participants have been met.

4. Ethics: recognizing and assessing the moral and ethical implications of decisions and environments

4.1 Making Ethical Choices: recognizing situations that present ethical dilemmas and negotiating situations that career services present while adhering to the NCDA Code of Ethics.

4.2 Modeling Ethical Behavior: embracing scope and standards of practice and conduct, while setting a positive example for students, clients, peers, and direct reports.